10.1.3 Lesson 7

Introduction

In this lesson, students read pages 139–142 of "Two Kinds," in which Jing-mei performs at a community-wide talent show. Students analyze the events in this excerpt, with an emphasis on the interactions between complex characters. The focus is on understanding these events as a turning point in Jing-mei's relationship with her mother and the corresponding shift in her understanding of herself.

Students explore this passage through a Jigsaw activity structured around the Evidence Collection Tool. Students use this tool to formulate and record their response to a focus question, then draw upon the analysis they have conducted in their tool to contribute to a larger group discussion. Finally, students synthesize and record collaboratively-generated ideas in the Lesson 7 Jigsaw Tool. A Quick Write on the Jigsaw Tool captures student learning with the following prompt: How does Jing-Mei's performance at the talent show illustrate her development as a character?

For homework, students respond to a reflective writing prompt that encourages them to examine the understanding they have of Jing-mei's character development in this lesson's reading passage as they consider how Jing-mei's mother has developed over the course of these same events.

Standards

Assessed Standard(s)	
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
Addressed Standard(s)	
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
W.9-10.2.b	Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content.

	b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Assessment

Assessment(s)
Student learning in this lesson is captured with the Evidence Collection Tool and the Lesson 7 Jigsaw Tool, including the following Quick Write prompt on the Lesson 7 Jigsaw Tool. • How does Jing-Mei's performance at the talent show illustrate her development as a character? Use specific details and direct quotes from your Evidence Collection Tool and the Lesson 7 Jigsaw Tool to develop your response.
High Performance Response(s)
• See the Model Lesson 7 Jigsaw Tool.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• stricken (adj.) – deeply affected, as with grief, fear, or other emotions • fiasco (n.) – a complete failure • nonchalantly (adj.) – coolly unconcerned, indifferent, or unexcited; casual
Vocabulary to teach (may include direct word work and/or questions)
• None.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: • Standards: RL.9-10.3, RL.9-10.2, W.9-10.2.b, SL.9-10.1 • Text: "Two Kinds" (pp. 139–142). **Learning Sequence** 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Evidence Collection Tool 4. Lesson 7 Jigsaw Tool 5. Evidence-Based Discussion 6. Closing	1. 5% 2. 10% 3. 35% 4. 30% 5. 15% 6. 5%

Materials

• Copies of the Evidence Collection Tool for each student
• Copies of the Lesson 7 Jigsaw Tool for each student

Learning Sequence

How to Use the Learning Sequence	
Symbol	**Type of Text & Interpretation of the Symbol**
10%	**Percentage indicates the percentage of lesson time each activity should take.**
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▶	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda   5%

Begin by introducing the agenda and assessed standard for this lesson: RL.9-10.3. Students explore pages 139–142 of "Two Kinds" through a Jigsaw activity that makes use of the Evidence Collection Tool. The focus of this activity is on understanding the events of this excerpt as a turning point in Jing-mei's interactions with her mother, and the ways in which these events shape how Jing-mei understands herself.

> ▸ Students follow along.

Activity 2: Homework Accountability   10%

Instruct students to reread independently from a "few weeks later, Old Chong and my mother conspired" to "and then clap enthusiastically" (pp. 138–139). Lead a full class discussion of student responses to the homework prompt:

What song is Jing-mei playing for the talent show? How does she describe this song?

> 🗩 Jing-mei is playing the song "Pleading Child" from Schumann's *Scenes from Childhood* for the talent show. She describes the song as a "simple, moody piece that sounded more difficult than it was" (p. 138).

> ⓘ This activity encourages student accountability for the reading completed for homework, and more crucially calls attention to a key detail in the text that students analyze more thoroughly in Lesson 8.

Activity 3: Evidence Collection Tool   35%

Introduce the assessment prompt (How does Jing-Mei's performance at the talent show illustrate her development as a character?). Explain to students that this is the lesson assessment and the focus for today's reading.

> ▸ Students read the assessment prompt and listen.

> ⓘ Display the assessment prompt for students to see.

Display or provide the definitions for the following vocabulary words to support student reading: *stricken, fiasco,* and *nonchalantly*.

Instruct students to read independently from "When my turn came, I was very confident" to "cry and blame her for all my misery" (pp. 139–141).

Display the following five questions on the board:

1. What is Jing-mei feeling as she prepares for her recital? What can you infer about how Jing-mei understands herself?
2. What has Jing-mei done to prepare for the talent show? Hint: look back at the text assigned for homework and refer to your work with the excerpt you read in 10.1.3 Lesson 6.
3. How does Jing-mei envision her performance? What seems to be the source of Jing-mei's confidence?
4. What happens when Jing-mei performs?
5. How does the audience respond to Jing-mei's performance? How does Jing-mei feel about her own performance?

Hand out the Evidence Collection Tool. Explain that students use the Evidence Collection Tool to record their observations and analysis of the Jigsaw questions they have just been assigned. Once students have completed their Evidence Collection Tool, they share their analysis with their groups to gain a more comprehensive understanding of this crucial turning point in Jing-mei's interactions with her mother.

Arrange the students into Jigsaw groups, so that there is the same number of students in each group as there are questions. Assign one of the five questions to each member of a group, so that each group contains one student responsible for each of the five questions displayed on the board.

ⓘ If your class has less than 25 students, modify this exercise by discussing one or more of the Jigsaw questions as a full class, then breaking students into groups of two or three to answer the remaining questions. If your class has more than 25 students, modify this exercise by assigning students pairs to each question.

Instruct students to perform the following before they begin working through the tool independently:

1. Write your name and the text ("Two Kinds") in the spaces provided.
2. In the space provided for Reading Purpose, write the following description of this lesson's focus: To explore interactions between complex characters.
3. Write the jigsaw question you have been assigned in the space provided for "question."
4. Now reread independently from "When my turn came, I was very confident" to "cry and blame her for all my misery" (pp. 139–141), and follow the instructions provided in the tool to develop a response to your question.

   ▸ Students formulate and record their thinking about the question assigned to them through the process of working through the Evidence Collection.

   🗨 See the Model Evidence Collection Tool for sample student responses.

Circle the room and assist only as necessary.

ⓘ Students are familiar with the Evidence Collection Tool, so additional instruction may be unnecessary. If students struggle, review the instructions provided on the Evidence Collection Tool

to provide a forum for clarifying questions. Additionally, consider reviewing the model Evidence Collection Tool provided in this lesson, or model filling out a new Evidence Collection Tool with the class.

Activity 4: Lesson 7 Jigsaw Tool   30%

Once students have completed their Evidence Collection Tool, distribute the Lesson 7 Jigsaw Tool. Explain to students that they can use the Lesson 7 Jigsaw Tool to record important information from their Jigsaw group discussions.

▸ Students share the individual analysis they have completed on their Evidence Collection Tool, and record observations and key details of their peers to gain a more comprehensive understanding of this passage as a turning point in Jing-mei's interactions with her mother.

Instruct students to read over the directions at the top of the Lesson 7 Jigsaw Tool in their groups, and work through the tool according to the directions provided. Answer any clarifying questions.

🗨 See the Model Lesson 7 Jigsaw Tool (side 1) for elements to look for in student responses.

Circle the room as students work in their groups and answer any questions that arise.

ⓘ This tool guides students through Jigsaw protocols, while holding students accountable for understanding the responses of others. Additionally, this tool is a valuable resource for the Mid-Unit Assessment.

Instruct students to turn to the second side of their Lesson 7 Jigsaw Tool. Students have five minutes to craft a response to the Quick Write provided on their tool:

How does Jing-mei's performance at the talent show illustrate her development as a character? Use specific details from the text to support your response.

🗨 See the Model Lesson 7 Jigsaw Tool (side 2) for elements to look for in a High Performance Response.

ⓘ The goal of this exercise it to ensure that students have time to independently reflect upon and synthesize their own understanding of the Jigsaw group discussion in their analysis of how Jing-mei develops as a character throughout this passage.

Instruct students to turn in their Evidence Collection Tool and Lesson 7 Jigsaw Tool.

Activity 5: Evidence-Based Discussion   15%

Instruct students to read independently from "I assumed my talent-show fiasco" to "'No! I won't!' I screamed" (p. 141). Display the following question:

How does Jing-mei's new understanding of her "true self" differ from her former sense of self (p. 141)?

> 💬 Students should compare this new understanding of self with Jing-mei's sense of self before the recital. This "true self" no longer cares about living up to her mother's expectations for excellence. This "true self" recognizes that it is not the "genius" that Jing-mei's mother expects (p. 141).

Instruct students to read independently from "She yanked me by the arm, pulled me off the floor" on to "a small brown leaf, thin, brittle, lifeless" (pp. 141–142). Display the following questions one at a time, pausing between each question to facilitate a full-class discussion.

> ⓘ **Differentiation Consideration:** If students need further scaffolding, consider asking the following question:
>
> **What does Jing-mei now believe "had been inside [her] all along" (p. 141)?**
>
> 💬 Jing-mei believes that the power to say "No!" (p. 141) to her mother has been inside her along.

According to Jing-mei's mother, what are the "only two kinds of daughters" (p. 142)? Why might Jing-mei's mother say this in Chinese?

> 💬 According to Jing-mei's mother, the only two kinds of daughters are those who are obedient, and those who follow their own mind. The only kind of daughter that can live in her house is an obedient daughter. Students should infer that Jing-mei's mother says this in Chinese because the expectation of obedience is a value that Jing-mei's mother associates with China.

Activity 6: Closing   5%

Display and distribute the homework assignment. Instruct students to reread from "She yanked me by the arm" to "a small brown leaf, thin, brittle, lifeless" (pp. 141–142), annotate according to the protocols established in 10.1.1 Lesson 1, and then respond in writing to the following prompt:

How does Jing-mei 's mother transform over the course of this passage? What causes this change?

Homework

Reread from "She yanked me by the arm" to "a small brown leaf, thin, brittle, lifeless" (pp. 141–142), annotate according to the protocols established in 10.1.1 Lesson 1, and then respond in writing to the following prompt:

How does Jing-mei 's mother transform over the course of this passage? What causes this change?

Evidence Collection Tool

Name:		Class:		Date:	

Directions: Select three quotes from this passage that address your focus question. Explain how each quote helps you to answer the focusing question. Finally, use these notes to construct a response to the focusing question that connects your analysis of all three details.

Purpose: To explore interactions between complex characters.

> **Question:** How does Jing-mei envision her performance? What seems to be the source of her confidence?

Key Detail	Key Detail	Key Detail
"…I envisioned people jumping … introduce me to everyone on TV." (p. 139)	"I had on a white dress … and a pink bow in my Peter Pan haircut." (p. 139)	"I was so caught up … I didn't worry how I would sound." (p. 139)
Analysis	**Analysis**	**Analysis**
Jing-mei thinks her performance at the talent show will be so good that she will become famous.	Jing-mei's appearance mirrors the girl on Ed Sullivan (p. 135). She thinks if she looks like this girl she will play the piano like her.	Jing-mei's confidence comes from what she looks like, not how she sounds.

Connections
Jing-mei envisions her performance at the talent show as her gateway to fame and fortune. However, her confidence does not stem from her musical abilities, but that she looks the part.

File: 10.1.3 Lesson 7 **Date:** 2/3/14 **Classroom Use:** Starting 2/2014

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Model Lesson 7 Jigsaw Tool (Side 1)

Name:		Class:		Date:	

Directions: Use this tool to record important information from your Jigsaw group discussions. Briefly summarize your understanding, be sure to include at least one detail from the text.

1. **What is Jing-mei feeling as she prepares for her recital? What can you infer about how Jing-mei understands herself?**

   🗨 Jing-mei does not feel nervous or afraid about the talent show. Despite the fact that she has not been practicing the piano, she is "confident" and "excite[d]" to perform in front of an audience (p. 139). Some students might connect this "childish excitement" (p. 139) to Jing-mei's initial attitude towards her mother's expectations, as she explains on page 133, "in fact, in the beginning, I was just as excited as my mother, maybe even more so" (p. 133). Look for students to infer that although Jing-mei has since moved past this original feeling of excitement, it seems that the prospect of performing at the talent show has renewed her faith that there truly is a "prodigy part" inside of her (p. 133). As Jing-mei reflects before she performs, she now has no doubt that the "prodigy side" of herself "really did exist" (p. 139).

2. **What has Jing-mei done to prepare for the talent show? Hint: look back at the text assigned for homework, as well as the Lesson 6 excerpt.**

   🗨 Jing-mei has done very little to prepare for the talent show. Students might return to the Lesson 6 excerpt as evidence that the only music she has been "dutifully" practicing are the "ear-splitting preludes" and "discordant hymns" (p. 138) that speak of her determination "not to try, not to be anybody different" (p. 138). Students may also return to the excerpt that they read for homework. Instead of focusing on her piano playing, Jing-mei has "daydreamed about being somewhere else, about being someone else" (p. 139). Students may also note that the "part [Jing-mei] liked to practice best" was the curtsy at the end of her performance (p. 139). Jing-mei is not prepared for her musical recital at the talent show, because all that she has practiced is how to appear to be a prodigy, rather than the skills necessary to actually be one.

3. **How does Jing-mei envision her performance? What seems to be the source of Jing-mei's confidence?**

   🗨 Jing-mei envisions her performance as a gateway to future fame and fortune, she imagines "people jumping to their feet and Ed Sullivan rushing up to introduce me to everyone on TV" (p. 139). Listen for students to infer that Jing-mei's confidence does not come from her musical abilities, but her feeling that she looks the part of a prodigy in her "white dress layered with sheets of lace, and a pink bow in my Peter Pan haircut" (p. 139). Students might connect this description with the earlier description of the child pianist on TV that first inspired Jing-mei's mother, "a little Chinese girl, about nine years old, with a Peter Pan haircut … She also did this

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fancy sweep of a curtsy, so that the fluffy skirt of her white dress cascaded slowly to the floor…" (p. 135). Jing-mei feels that if she looks like the child prodigy on TV, then she will be able to perform like her too.

4. **What happens when Jing-mei performs?**

     🗩 Jing-mei's actual performance is not at all that she imagines. She plays wrong note after wrong note, yet "couldn't stop playing as though my hands were bewitched" (p. 139). Jing-mei is going through the "right motions" (p. 140) but the result is a "strange jumble" (p. 139) of sound, rather than the beautiful music she envisioned she would produce.

5. **How does the audience respond to Jing-mei's performance? How does Jing-mei feel about her own performance?**

     🗩 Student notes should explore the reactions of specific members of the audience in order to come to a more comprehensive understanding of Jing-mei's failed performance. Students might note that Old Chong, who cannot hear, is the only member of the audience, "who was beaming and shouting, 'Bravo! Bravo! Well done!'" (p. 140). Jing-mei's father seems similarly unaware of Jing-mei's failure, as Jing-mei cannot tell if his comment "that was somethin' else" is meant to be funny, or if he has already forgotten about her terrible performance (p. 140). Students may point to Auntie Lindo's obvious pleasure at Jing-mei's failure, when she "smile[s] broadly" at Jing-mei's mother (p. 140), as well as the condescending assertion of another mother in the audience "well, she certainly tried" (p. 140). Perhaps the most straightforward response comes from Waverly, who asserts, "you aren't a genius like me" (p. 140).

     🗩 Although students may make note of many reactions, look for students to focus most explicitly on her mother's response as the reaction that most informs Jing-mei's own feelings about her performance: "but my mother's expression was what devastated me: a quiet, blank look that said she had lost everything. I felt the same way, and it seemed as if everybody were now coming up, like gawkers at the scene of an accident, to see what parts were actually missing" (pp. 140–141). Jing-mei is aware of how she has humiliated her mother in front of the entire community, "I realized how many people were in the audience, the whole world it seemed" (p. 140), and she recognizes how her own performance in turn influences her mother's sense of self, "I felt the shame of my mother" (p. 140).

Model Lesson 7 Jigsaw Tool (Side 2)

Directions: Now that you have heard everyone's ideas, synthesize your understanding of the text by writing a brief response to the following Quick Write:

How does Jing-Mei's performance at the talent show illustrate her development as a character?

💬 Student responses to this Quick Write may vary. A High Performance Response should:

   o   Make a statement about what Jing-mei has learned about herself, and support this statement by connecting key details from the text to trace a pattern of self-discovery.

   o   For example: After her failed performance at the talent show, Jing-mei learns that she is not a prodigy. Before Jing-mei performs she is "very confident" and filled with a "childish excitement" (p. 139). Despite the fact that she has not practiced the piano, she is "without a doubt" that the "prodigy side of [her] really did exist" (p. 139). Even after Jing-mei plays wrong note after wrong note, she still hopes that the audience "had seen me go through the right motions and had not heard anything wrong at all" (p. 140). But when Jing-mei sees her mother's "stricken face," she realizes that she is not a musical genius (p. 140). This realization that, as Waverly asserts, "you aren't a genius like me," makes Jing-mei feel as if "she had lost everything" (p. 140).